



TWGHs Chen Zao Men College

東華三院陳兆民中學

School Development Plan

3-school-year Period

學校發展計劃

三年學校發展周期

2018/19 – 2020/21

TWGHs Chen Zao Men College

東華三院陳兆民中學

I. Mission Statements of all TWGHs Schools

The mission of the Tung Wah Group of Hospitals in education is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and eventually, to serve the community.

We are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment. It is hoped that our young people will be equipped with the necessary skills and knowledge and be given the opportunity to cultivate an independent mind in order that they will become good citizens with a willing commitment to worthy causes and a genuine concern for social affairs.

We firmly believe in the school motto: 'Diligence, Frugality, Loyalty & Faithfulness' as the guiding principle in the moral and intellectual development of our children and young people. We strive to promote proper values and a positive outlook on life and encourage them to lead a full and meaningful life.

東華三院辦學宗旨

東華三院一貫的辦學精神乃為社會提供完善及多元化的教育服務，作育英才，使兒童及青少年成長後能盡展所長，回饋社會。

為本港兒童及青少年進行「全人教育」，提供一個優良的學習環境，使能發揮潛能，日後成為具備知識技能、有獨立思考能力、勇於承擔責任和關注社會事務的良好公民。

培育兒童及青少年有正確的價值觀和積極的人生觀，並以校訓「勤儉忠信」為進德修業的依歸，勉勵他們拓展豐盛而有意義的人生。

II. Our School Value Statements:

1. Our school can provide an effective and happy learning and working environment.
2. Staff, students and parents can show mutual respect and love for each other, be frank and fair to each other and show active participation.
3. Every student has his/her specific strengths and can learn on his/her own.
4. Every student has a good character and can show civic responsibilities.
5. All staff will enhance continuously their professional standard.

本校的價值信念：

1. 學校能夠提供一個高效能及愉快的學習及工作環境。
2. 教職員、學生及家長均抱著互重互愛、坦誠公正及主動參與的態度。
3. 每個學生都具有獨特的專長及自學能力。
4. 每個學生都具有良好的品格並奉行應有的公民責任。
5. 全體教職員均會不斷提升自己的專業水準。

III. School Mission Statements:

TWGHs Chen Zao Men College is an effective school that provides high quality and professional educational services as well as a happy learning environment for the students. We value the good partnership among staff, students and parents, and we emphasise on the individual development of our students. We aim to develop our students into good citizens who are independent and self-enhancing.

本校的宗旨：

東華三院陳兆民中學是一所高效能的學校，為學生提供高質素的專業教育服務及愉快的學習環境。我們重視教職員、學生及家長間的良好夥伴關係，更重視學生的個人發展。我們要培養學生成為獨立自主及積極求進的良好公民。

IV. C.O.R.E. Culture (兆民心)

We	Care	對人關心，對事關注，推己及人
We are	Open-minded	開明開通，胸襟廣闊，放眼世界
We	Respect each other	尊重自己，尊重他人，易地而處
We	Endeavour	全心全意，盡己所能，悉力以赴

Holistic Review

Effectiveness of the previous School Development Plan

Major Concerns	Extent of targets achieved	Follow-up action	Remarks
1. To help students become active learners.	It is basically achieved. Almost all students in junior secondary have acquired the habit of note-taking. Each content subject in S1 & S2 has set aside self-learning topics. Inter-active learning in Classroom of junior secondary is common.	More professional development activities focusing on the use of e-learning resources and STEM in order to stretching of students' potential	All strategies will continue to be evaluated and fine-tuned to increase their effectiveness. We shall deepen active learning among students.
2. To enhance the building of self-confidence among students.	It is partly achieved. Students are praised by parents and guest visiting schools for their politeness and outspoken. Awards of outstanding students are obtained in the Kwai Ching Districts and among TWGHs Schools	In line with the CORE value of the school, emphasis would be put on RESPECT in the next 3-year plan so that students can respect themselves on top of being self-confident	We believe that value-education can help to nurture our students to have positive attitude towards their life and studies. All the other strategies will continue be evaluated and fine-tuned to make the effect more satisfactory.
3. To foster professional leadership and capacity building among teachers.	It is basically achieved. Teachers has attended a number of training on e-learning inside and outside school. Some teachers have taken the lead to develop lessons using e-learning platforms and iPads.	With the retirement of some experienced teachers, induction and profession training for new teachers would be emphasized to maintain the profession capacity of the team of teachers.	We shall continue to put effort to let teachers keep abreast of educational development and reforms

Evaluation of the School's Overall Performance

PI Areas	Major Strengths	Areas for Improvement
1. School Management	<ul style="list-style-type: none"> • The school management is open and accountable. • Principal, Vice-principals and the middle management is well-experienced, cable and enthusiastic. • A systematic and well-organized administrative system. • Good communication of management and basic-ranked staff. • The school is able to come up with effective crisis management plans. • The senior teachers are open to accept new ideas in managing the school. • With the guidance and support of the senior management staff, the school can provide an effective and happy learning and working. 	<ul style="list-style-type: none"> • Enhance the efficiency of meeting • More clear delineation of rights and responsibilities • Should have more channels for individual teachers to share their views on important issues or policy. • Build up succession plan and new management team. • Communication can be enhanced so that all teachers have better understandings of school policies and opinions of teachers can be gathered.
2. Professional Leadership	<ul style="list-style-type: none"> • Senior Staff are willing to initiate new programmes and adopt new strategies. • The middle management team is motivated in various aspect. Most teachers are eager to learn by taking different courses and attending seminars. • The school encourages teachers to undergo professional development based on their own needs and readiness. • School management is able to keep the learning atmosphere pleasant and positive. • The school has clear development plans for teachers to follow. • Through provision of adequate training in the use of e-learning materials in classrooms, school leaders show a profound understanding of the focus of current education. 	<ul style="list-style-type: none"> • More inter-disciplinary collaboration can further enrich life-wide learning activities. • Need more development or opportunities for the younger teachers' generation as some experience teachers will retire soon. • Staff development program focus on learning and teaching. • To get innovative ideas from young teachers, more communication channels should be set up. • Mentoring system could be set up between experienced teachers and young teachers, so as to enhance professional leadership. • To support class teacher in enhancing class cultivation.

PI Areas	Major Strengths	Areas for Improvement
3. Curriculum and Assessment	<ul style="list-style-type: none"> • The curriculum development of the school can be aligned with the recent trends of education development. • More resources are allocated to help the weak students to work up to the standard. • The school curriculum evaluation measures are well-established, such as lesson observations and assignment inspection. • The junior level curriculum is designed to help students to better adapt to the senior DSE curriculum and develop good learning habits and skills • Well-balanced curriculum, fit for students' interests. • A wide range of teaching strategies and assessment areas are included. • Endeavour and elite class curriculum are designed for catering students of different ability. • Make use of past statistical which is useful for evaluation and seeking improvement • Well planned curriculum and assessment criteria. • Academic committee appropriately serves as a platform for panel heads and teachers. 	<ul style="list-style-type: none"> • Subject panels and teachers should pay more attention in setting test and examination papers. • Resources and attention should also be put on students with average academic results, so as to get through the HKDSE with flying colors. • There could be more focus on “assessment as learning” and continuous assessment. • The school can strike a balance between formative and summative assessments. • As only S1 and S2 students have chance to have Home Economics lessons, life skills should be taught in other areas. • Under the new streaming system in junior form, the curriculums could be further modified to cater for learning diversity • STEM related materials can be used in more circumstances especially inter-curriculum. • With the aid of eLearning apps, teachers can collect the data of students' performance in class or performance in homework, and hence modify the teaching strategies.
4. Student Learning and Teaching	<ul style="list-style-type: none"> • Students' academic capability are above average, most of them have built up the habit of jotting notes. • Most of the students were attentive, obedient and eager to learn. • Teachers are experienced and skillful, with good professional knowledge. They are able to use various teaching strategies to enhance learning. • The self-directed learning culture is gradually developed. • Students are motivated to learn and teachers are responsible and diligent. 	<ul style="list-style-type: none"> • There is still room for development in self-learning attitude and creativity in student learning • Need more development on the writing skills of students for academic writing across curriculum. • Updated and innovative design of classroom should be put forward in order to fully utilize advantage of e-learning and IT infrastructure. • Implementation of eLearning and develop self-directed learning especially in lower form. Online platforms can be used more frequently to facilitate students' studies at home. • More effort is needed to cater for learning diversity

PI Areas	Major Strengths	Areas for Improvement
	<ul style="list-style-type: none"> • Student have potential in attaining brilliant results. • Teachers of the same level in different KLA often meet to discuss teaching schedules and conduct lesson studies to enhance the quality of learning and teaching. • Various enhancement and remedial class for students • There is rich support for the able and less-able students. Elite and endeavor classes are launched to address learning diversities. • Students in junior form are arranged in classes according to their abilities. Teachers are willing to try new teaching strategies, for example the use of iPad and online learning platform. Most of the students are obedient and follow the teachers' instructions. 	<p>within one class and among different classes.</p> <ul style="list-style-type: none"> • More effort to encourage reading. • Emphasis should be on creating a fun learning atmosphere (like watching videos, playing games, listening to songs) in order to facilitate students to enjoy learning and make it more effective. • Students could be encouraged to engage in more interactive learning activities to help them develop higher-order thinking skills.
5. Student Support	<ul style="list-style-type: none"> • Teachers care and are supportive to students' academic and also whole-person development • "CORE" value well developed in students' mind • The school provides good support for students so as to assist students to have a well-rounded development • Talks and different activities are held regularly to cultivate a positive attitude towards life and studies. • All the functional groups can collaborate to work for r student development and value cultivation. 	<ul style="list-style-type: none"> • Cooperation and coordination among different groups can be enhanced. • Put more resources in junior form in ECA training to win some prizes so as to boost up the sense of belonging to the school. • Closer collaboration of discipline and counseling board can be enhanced to look after those students at the rim. • Roles of class teachers and assistant class teachers should be strengthen. • Nurturing students' integrity, self-discipline, self-respect and mutual respect could be enhanced.
6. Partnership	<ul style="list-style-type: none"> • School has established extensive linkage with various stakeholders to build a better learning environment for students • Parents have positive attitudes towards the school. 	<ul style="list-style-type: none"> • Can enhance the skill in applying for funding, e.g. QEF to draw more resources for school development. • Can have more collaboration with other schools.

PI Areas	Major Strengths	Areas for Improvement
	<p>Strong bonds between parents and schools</p> <ul style="list-style-type: none"> • Alumni keep connections with teachers. They are passionate about contributing to our school through sharing experience and giving financial support to our students. • A stable partnership relationship with external organizations like EDB, Health Department, sister schools, other schools and NGOs, rally resources from the community to support students. • Great support from sponsoring organizations. 	<ul style="list-style-type: none"> • More involvement of parents and alumni in school activities could have better school development. • More external resources can be explored and utilized to support school curricula. • More connection with the business sector can be established to provide students with more career support • Stronger bonds between education organizations can be maintained for professional exchange.
7. Attitude and Behaviour	<ul style="list-style-type: none"> • The CORE values help to cultivate student to be polite, friendly and well-behaved. • Students' attitude towards peers and teachers is satisfactory. They can show certain extent of respect. Their attitude towards academic development is still passive. • In general, our students focus on learning and discipline themselves to maintain a friendly environment. • Most of the students enjoy their school lives and willing to serve the school in different occasions. • There is clear disciplinary guidance for students 	<ul style="list-style-type: none"> • Some are passive and dependent. • Students appearance hygiene matters and manner should be reminded more frequently • Students should be encouraged to uphold higher expectation on themselves due to their general lack of confidence • Students' positive attitude, including sense of responsibility and good time management skills, could be deepened. • Students need to learn to strike a balance between their academic studies and leisure activities.
8. Participation and Achievement	<ul style="list-style-type: none"> • Students have opportunities to take part in various activities, such as interflow tours to different places, different sport competitions, to widen their horizon. • Most put in their best to achieve a good result. • Results in HKDSE is well above territory average. • Most graduates are admitted into universities programmes. 	<ul style="list-style-type: none"> • Students can be stretched from good to excellent. • Students should be guided to seek a balance between their academic works and activities. • More students should be encouraged to participate in more activities and competitions.

SWOT Analysis

Our Strengths

- Well-established system in management and organization, learning and teaching.
- The management hierarchy is democratic and willing to accept opinions from different stakeholders.
- Teachers are experienced and caring. Some young teachers bring in innovative and creative ideas in teaching.
- Our staff, both teaching and non-teaching, are caring and collaborative. Their persistent effort to strive for excellence and concern for people in need have helped school and students make continuous improvement.
- Colleagues are willing and capable of picking up duties from retiring colleagues.
- Harmonious relationship between colleagues, students and parents.
- Good school ethos and good behavior of our students.
- Our students are obedient, well disciplined, courteous and willing to learn.
- A large variety of activities are provided for students.
- Our school achieved very good results in HKDSE. It is a good chance to arouse other students to aim high and strive for excellence in their studies.
- The school's CORE value has given us the opportunity to build on our strengths, which reinforce the moral education for students.

Our Weaknesses

- Some students come from disadvantaged families and they do not have enough support from their parents, while some students are over-protected by parents.
- Some students lack of motivation to move from good to excellent.
- There is still considerable disparity in students' learning ability.
- Some students have difficulties in striking a balance between academic studies and ECAs.
- The school building is old. A lot of renovation work causes inconvenience. A number of facilities and equipment need to be replaced.
- There is room for improvement in professional sharing and collaboration among teachers from different subject panels.

Our Opportunities

- Our students intake has kept improving, it is expected that we can have the corresponding better results in outputs.
- School-Based Assessment introduces change in assessment culture in senior forms.
- Increasing manpower from the government.
- Increasing number of students improve the quality of intake.
- Increasing funding and resources from the government to organize life-wide learning activities and providing services to students.
- Support from sponsoring organization.
- Lot of activities like study tours, talks by celebrity initiated and funded by Non-Governmental organizations helps to widen the knowledge scope in our students.

Our Threats

- A number of experienced teachers are due to retire in coming few years.
- Teachers are occupied with a lot of administrative and non-teaching duties. They are too busy to pay attention to their physical and mental health.
- Lowering of moral standard among youngsters requires a greater effort to implement the moral education.
- Increase in the number of SEN student leads to greater learning diversity.
- Examination oriented values prevail, drilling seems more important than learning.

Major Concerns for a period of 3 school years (2018-2021)

- 1. To deepen active learning among students.**
- 2. To enhance the core value of respect among students.**
- 3. Teachers can be active facilitator of students' growth.**

Major Concerns (in order of priority)	Intended Outcomes/ Targets	Time Scale			Strategies
		18/19	19/20	20/21	
To deepen active learning among students	• Student are interested in reading.	✓	✓	✓	<ul style="list-style-type: none"> • All KLAs will prepare self-learning materials for students to get access to upload the learning materials on LMS • Summit the Mount Programme for S1 students. • Renovation of the school library • S1 Reading Journal • Kindle Reading Scheme for S2 students • Booking sharing and book crossing activities are organized • Students are encourages to take part more in inter-school academic competition, e.g. Mathematical Olympiad • STEM project will be carried out among some groups in S3 Project Learning and a STEM show case would be organized a year end • Widen and deepen the use of examination data (both internal and external) for improving of learning and teaching • Purchase more iPads • Virtualization of computer network • Improve the set up and equipment in all classrooms for eLearning.
	• Students are good at making use of eLearning platforms in their study.	✓	✓	✓	
	• Students are reflective in learning	✓	✓	✓	
	• Students have higher expectation on their performance	✓	✓	✓	
	• Students can be life-long learners	✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	
		✓	✓	✓	

Major concern	Intended Outcomes / Target	Time Scale			Strategies
		18/19	19/20	20/21	
2. To enhance the core value of respect among students.	<ul style="list-style-type: none"> • Students are aware of the meaning of respect and mutual respect • Students respect themselves including proper wearing of school uniform and inner positive values • Students respect schoolmates • Students respect teachers and other working staffs in school • Students can respect parents and appreciate their love to them • Students can respect life, the other sex, different opinions and cultures 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> • Discipline teachers and class teachers remind students the tidiness in wearing school uniform • Home Economics teacher teaches S1 and S2 students the skill of ironing clothing and brushing of shoes • Slogan and book mark design competition • Form teachers design class activities and functions to cultivate mutual respect • Chinese and English Composition on Respect • Talks and sharing on Respect • Thank you card design competition and the mutual sending of thank you card among teachers and students • Reflection from teachers on overlooking the importance of mutual respect so as to give a role model to students • Activities showing respect to parent during Mothers' Day and Fathers' Day • Activities to prevent suicide, respect animal, respect different culture • Conclusion and evaluation

Major Concerns (in order of priority)	Intended Outcomes / Targets	Time Scale			Strategies
		18/19	19/20	20/21	
Teachers can be active facilitators of students' growth.	<ul style="list-style-type: none"> • More and more teachers would use e-learning resources to facilitate teaching and learning” • Teachers can take care the emotional health of students • Teachers can handle learning diversity professionally • Teachers can organize more life-wide learning activities skillfully • Teachers can assist students in their life planning and support them to try new ventures for all-rounded development • Teachers have passion to guide students from good to excellent 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> • Arrange professional development activities focusing on e-learning, counselling questioning and interactive strategies • Different subject panels can share their experiences with each other through peer lesson observation • Evaluate the effectiveness of different types of assignment • Teachers have suitable expectations on students helping them to set more demanding targets on themselves • Enhance communication between management and basic-ranked staff • Staff common room to facilitate discussion and sharing • Some teachers can have paid leave to take up longer courses on students support, school management, teaching and learning. • Mentors teachers are assigned for new teachers • Improving the working environment for teachers • A pilot group of teachers can be encouraged to try out various teaching pedagogies with the use of e-learning.